MQF Level 6

CA6-04-21

B.A.(Hons) in Graphic Design

Course Specification

Course Description

Communicating messages successfully via graphic design requires a high level of understanding of the visual art of representation. This highly contextualised curriculum draws on contemporary design practice, together with theoretical and historical cultural material. The degree will equip students with the knowledge to explore and challenge creative boundaries, through real-life design scenarios. They will hone their skills in fundamental design principles such as layout, form, typography, iconography and colour. Students will analyse a wide range of professional design problems, and find creative and innovative solutions using various media. Traditional and digital tools will be explored in disciplines such as, editorial design, web design, signage, advertising and packaging.

Programme Learning Outcomes

At the end of the programme the learner will be able to:

1. *Research and investigate a broad range of historical and contemporary graphic design work and applications*
2. *Apply complex theories to practical realistic work situations in the graphic design industry*
3. *Challenge assumptions and accepted conventions in graphic design to develop industry-standard as well as innovative design solutions*
4. *Analyse and evaluate a wide range of design solutions*

Entry Requirements

MCAST Advanced Diploma in Graphic Design and Interactive Media

or MCAST Advanced Diploma in Art and Design

or MCAST Advanced Diploma in Photography

or MCAST Advanced Diploma in Creative Media Production

or 2 A-Level passes and 2 I-Level passes

Compulsory A-Level: Art or Art and Design or Graphical Communication, or equivalent;

Applicants may be asked to sit for an interview

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year
CADSN-506-1504	Visual Thinking	6	1
CAGDN-506-1501	Interactive Editorial Design	6	1
CAGDN-506-1504	Digital Media in Visual Arts	6	1
CAWEB-506-1504	Introduction to UI & UX Design	6	1
CAGDN-506-1505	Introduction to Graphic Design Principles	6	1
CAIMA-506-1501	Contextual Studies in Interactive Media	6	1
CAWEB-506-1503	Introduction to Web Development	6	1
CAMED-506-1603	Lens-based Media	6	1
CAGDN-506-1503	New Media, Culture & Technologies	6	1
CDKSK-503-1907	English I	3	1
CDKSK-503-1905	Critical Thinking I	3	1
CAART-506-1515	Critical Studies & Research Methods	6	2
CAGDN-506-1510	Design for Digital Application	6	2
CAGDN-506-1508	Typographic Composition	6	2
CAGDN-506-1512	Tactile Graphics	6	2
CAAMT-506-1501	Animation for Communication	6	2
CAGDN-506-1506	Grids & Composition	6	2
CAGDN-506-1507	Symbols & Visual Communication	6	2
CAGDN-506-1509	Corporate Brand Creation & Communication	6	2
CDKSK-604-1909	Entrepreneurship	4	2
CDKSK-602-1910	Intrapersonal & Interpersonal Skills	2	2
CDKSK-503-1908	English II	3	2
CDKSK-503-1906	Critical Thinking II	3	2
CAGDN-506-1511	Editorial Design & Publishing	6	3
CAART-606-1524	Personal Style & Self Promotion	6	3
CAART-606-1633	Law & Ethics	6	3
CAMRK-606-1601	Marketing & Advertising	6	3
CADSN-606-1602	Communication Design	6	3
CAGDN-606-1601	Sound & Image	6	3
CAGDN-606-1602	Spatial Graphics	6	3
CAPRJ-606-1608	Graphic Design Open Project	6	3
CADIS-612-1501	Dissertation	12	3
Total ECVET/ECTS		**180**	/

ECVET are used for programmes at MQF Level 1-4 whilst ECTS is used for programmes at MQF Level 5-6

Unit: CADSN-506-1504 Visual Thinking

Guided Learning hours: 60

Unit level (MQF): 5

Credits: 6

Unit description

The Unit is designed to enable learners to understand Visual Thinking. The learner will develop knowledge and practical skills using the creative process of Visual Thinking. It is designed to develop the learner's ability to understand and apply Visual Thinking in the processes of research, conceptualisation, development and critical analysis in the design and production of finished creative solutions to a design brief.

It will allow the learner the opportunity to determine objectives and develop strategies, to create and develop concepts, in the creation of form and content. The learner will take on the process of generating and visualising ideas primarily on paper through drawing and other visual techniques, to later formalise such ideas through learned design theory in other units.

The learner will be required to analyse design concepts in depth and seek various types of solutions in a range of theoretical and practical situations. Planning designs to meet the requirements of clients, available resources and appropriate media will need to be identified and the significance of each analysed before design approaches are selected.

Developing the initial design ideas should further provide opportunities for enhancing problem solving skills to an advanced level. Evaluation, which examines all stages of proposed solutions and their potential and actual impact on design, will be on-going. Learners will need to produce and present a graphic design project to standards acceptable in industry and appropriate for a professional audience.

Learning Outcomes
On completion of the unit learners should be able to:

1. Research idea generation methods and techniques in the design/creative process.
2. Apply visual techniques to communicate ideas through drawing and other processes.
3. Develop visualised ideas into working concepts to a given brief.
4. Produce and evaluate a finished design solution to a given brief.

Unit: CAGDN-506-1501 Interactive Editorial Design

Guided Learning hours: 60

Unit level (MQF): 5

Credits: 6

This unit is intended for delivery as part of a group award or may alternatively be delivered on a stand-alone basis. The unit has a practical outcome that can be disseminated to peers and/or prospective employers as a portfolio piece. The outcome can also be linked to work experience or simulation. Furthermore, there is scope to deliver the unit as a collaborative project between two or more students, either in the same class, or across disciplines. One example might be with Photography students who supply the imagery. If collaboration is included in this unit, art direction and content assembly should be appropriately delegated and recorded as part of learning outcome 1.

The unit allows learners to study the production of interactive editorial content, specifically for magazine, e-book, app, newspaper or related media. Controlling typography, layout, images and interactive content are key components of the process. Navigation, flow and sequence of information, legibility, readability and visual hierarchy, creation of form and organisation of content as well as ease of use are paramount to the learning experience of this unit to successful outcomes.

Editorial design can be defined as a form of *visual journalism*; an editorial publication aims to educate, inform, or a combination of these but above all it aims to communicate a message. The majority of editorial work aims to communicate a story through carefully planned organisation and a calculated presentation of visuals and words.

Delivery of the unit recognises that there are close connections to other units and areas of visual communication, these would include digital imaging, design production, desktop publishing and typography. The completed project can be viewed in the target medium (web or tablet). The unit also provides the opportunity for learners to explore and experiment with emerging user experience techniques and concepts using industry-standard software. Finally the unit provides learners with the opportunity to evaluate and disseminate their work to peers and prospective employers.

Learning Outcomes
On completion of this unit the student will be able to:-

1. *Explore and study the use of grids and typography in print and screen-based media for editorial.*
2. *Explore and develop an interactive design solution in editorial/digital publishing.*
3. *Apply design techniques in typography, layout and user experience to a given format.*
4. *Execute the digital publishing workflow in appropriate software, publish the project as an interactive product and evaluate.*

Unit: CAGDN-506-1504 Digital Media in Visual Arts

Guided Learning hours: 60

Unit level (MQF):   5

Credits   :   6

Unit description

This unit is both theoretical and skills based and will allow learners to demonstrate an understanding of digital literacy and production methods within the context of practical digital media project development. Learners will develop their understanding of how to work with colour in digital environments Screen vs Print, Raster vs Vector as well as developing a good knowledge of the issues associated with the display, storage and distribution of digital images.

Learners will produce research and evidence to demonstrate their understanding of the knowledge and skills for the unit. This understanding will then be contextualised within the context of a digital media project.

The unit is relevant to learners who wish to develop an understanding of how to create effective digital media project work. Although an introductory unit, it is recommended that learners should have a basic level of computing competency. Learners should be familiar with rudimentary research methodologies such as accessing information from libraries and making specific task orientated Internet searches.

Learning Outcomes

On completion of this unit the student will be able to

1. *Identify and analyse the digital colour theory associated with the use of digital media and technical requirements of Digital Media.*
2. *Identify and analyse the display, storage and distribution of digital media and experiment with digital media to generate a range of design solutions to a given Brief.*
3. *Present a finished solution to a given brief that demonstrate an understanding of digital literacy. Utilise raster and vector Software to create final outcomes to a given brief.*
4. *Evaluate a finished solution to a given brief that demonstrate an understanding of digital literacy and discuss final outcomes and record progress in the form of a technical Journal/Blog.*

Unit: CAWEB-506-1504 Introduction to User Interface and User Experience Design

Guided Learning hours: 60

Unit level (MQF): 5

Credits: 6

Unit description

The aim of this unit is to introduce learners to the ever-changing concepts and theories of User Interface and User Experience Design. For starters, the learners will begin with the basic theories and concept in this field such as Layout, Visual Design, Branding, Wireframes, Usability Testing, User Research and User Stories and how to achieve them respectively.

Learners will examine a diversified portfolio of work, ranging from different platforms where UI/UX design is applied. These various examples of interfaces will be broken down into different case studies in order to understand better the concepts behind the creation of such experience designs. Elements in the design such as layout and visual design will be given a purpose while the experience of the user will be further discussed in relation of user research and user journey. Product Research will provide the learners with the ability to create good sound designs. Than basing on the results from the product research the learners will create Personas and Scenarios that will reflect the user group for whom they are designing.

The learner will then proceed to combine the concepts learned for both UI/UX together into a concept of their own. Starting off with sketches of layout designs which will then be translated into wireframes were the flow (UX) of the interface can be decided. The learner will then proceed to finalize the design on their software of preference (Sketch, Invision, Adobe Experience, Adobe Illustrator, Adobe Photoshop). The renders of the final design can be animated using the mentioned software for a better understanding of the User Experience as a final prototype.

Once the UI/UX concept is completed, the learner will evaluate the design through various methods of usability testing and experience walkthroughs in order to determine the effectiveness of their final design. This might lead to refinements in the design as deemed necessary.

ECVET are used for programmes at MQF Level 1-4 whilst ECTS is used for programmes at MQF Level 5-6

Learning Outcomes
On completion of this unit the learner will be able to:

1. *Understand the basic concepts and theories involving UI and UX Design.*
2. *Prepare and build experience interfaces that are intuitive, pleasant and flowing.*
3. *Produce a prototype example that illustrates both UI and UX concepts.*
4. *Evaluate the created UI and UX Interface viability.*

Unit: CAGDN-506-1505 Introduction to Graphic Design Principles

Guided Learning hours: **60**

Unit level (MQF):   **5**

Credits   :   **6**

Unit description

This unit is both theoretical and skills based and will allow learners to demonstrate an understanding of visual theory and perception within the context of practical art and design project work. Learners will develop their understanding of the grammar and syntax of visual perception as well as developing an introductory knowledge of the semantics associated with reading images.

Learners will produce research and evidence to demonstrate their understanding of the knowledge and skills for the unit. This understanding will then be contextualised within the context of a graphic design project.

The unit is relevant to learners who wish to develop further understanding of the visual language created in the use and application of formal design elements in the visual arts. The learner explores new modes of creative communication as well as questions, critiques and evaluates visual work. Learners will gain an understanding of how visual messages are constructed employing image and typography to produce and communicate meaning. The sign, its employment within a sign system in visual communication, the denotative and connotative meaning will be explored in the application of learned skills in a graphic design project that communicates meaning to an intended audience.

Learners should however have a basic level of practical visual competences before commencing this unit. In addition they should be familiar with rudimentary research methodologies such as accessing information from libraries and making specific task orientated Internet searches.

The learner's main concern is with the interpretation and production of images that effectively communicate a message to an audience.

ECVET are used for programmes at MQF Level 1-4 whilst ECTS is used for programmes at MQF Level 5-6

Learning Outcomes
On completion of this unit the student will be able to

1. *Identify and analyse the grammar and syntax of visual images in a given context.*
2. *Identify and analyse the semantics of visual images in a given context.*
3. *Present a range of finished solutions to a given brief that demonstrate an understanding of the grammar and syntax of visual images.*
4. *Evaluate a finished solution to a given brief that demonstrates an understanding of the semantics of visual images.*

Unit: CAWEB-506-1503Introduction to Web Development (HTML & CSS)

Guided Learning Hours: 60
Unit Level (MQF):   5
Credits: 6

Unit description

This unit will provide the learner with the core technical knowledge needed to design and program a web application for a client such as a small business. The technologies identified in this unit are correct at the time of writing, but may be updated if significant new technology releases occur in the interim.

This unit will provide learners with the knowledge and practical experience they need to build and manage professional websites using the latest HTML and CSS mark-up, which can be implemented in future-rich web browsers on iPhones, Android Phones and WebOS Phones, thereby allowing learners to design and build websites that surpass desktop equivalents.

This unit is relevant to learners who have a basic level of competence in HTML and CSS, and wish to further develop their knowledge of web application development using HTML and CSS as tools to provide solutions to website design for both desktop and mobile devices.

Learners will begin by reviewing the key principles of good web design in relation to a number of objectives including market analysis and information architecture. Learners will then design a web application for use on a range of different platforms, which will require them to be confident in carrying out more advanced design techniques which addresses current accessibility guidelines. Using validation tools to test the web application, learners will then make recommendations for the future development of their product.

By the end of the unit learners should have the underpinning knowledge and understanding to develop accessible web applications for both desktop and mobile devices.

Learning Outcomes
On completion of this unit the student will be able to:

1. *Explain the principles of good website planning including target market, website objectives, navigation solutions, site structure, user interface and viewing platforms.*

2. *Produce a design specification for a web application to a given brief.*

3. *Implement a web-standards compliant web application to a given brief.*

4. *Appropriately test and review a web application.*

Unit: CAMED-506-1603 Lens Based Media

Guided Learning hours: 60

Unit level (MQF): 5

Credits: 6

Unit description

This unit aims to give learners the necessary skills to proficiently use cameras and sound equipment to capture appropriate images as well as using video and sound editing software effectively. This unit will focus on developing a deeper understanding of lens based media and their application to practical media, photography and journalism.

Learners will utilise a range of camera techniques to produce creative solutions to a variety of media projects. As well as further develop their existing knowledge of Still Image, Moving Image and Video Journalism as a tool to provide creative solutions to enhance their visual language and aid in visual storytelling and the solving of visually creative problems. Image, video, sound capture and file optimisation will play key roles in the learner's journey throughout this unit.

Upon completion of the unit learners will have kick-started their personal journey to being able to identify key media techniques and their uses within the three streams of learning journalism, photography and media and also understand more first-hand how these techniques can be applied to various media platforms and outlets.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand the techniques and technical aspects of a variety of lens-based media.*
2. *Produce digital still images by experimenting with different lens based media equipment and techniques.*
3. *Produce an audio-visual production using the suitable lens based media in own area of study.*
4. *Present documentation of own work showing personal reflection and learning curve.*

Unit: CAGDN-506-1503 New Media, Culture and Technologies

Guided Learning hours: 60

Unit level (MQF): 5

Credits: 6

Unit description

The world of Graphic Design evolves constantly due to rapid development in Science and technology, Culture and Social Changes as well as introduction of New Media and Materials. Only recently has Graphic Design passed through a great shift with the introduction of screen media, which drastically have changed the way we look at visual communication, and even initiating discussions and debates on whether this change will bring about the death of print.

From the invention of paper, to the introduction of the printing press, to the use of screen and interactivity, great steps in technology have brought about different disciplines, surfaces, materials, software, technologies and other advances that one has to consider in this line of work. As a graphic designer, keeping up to date with development and new technologies is essential in order to keep in line with the market as well as in touch with the consumer, viewer or even the partaker in today's interactive world.

This unit is intended for delivery as part of a group award or may alternatively be delivered on a stand-alone basis. The unit has a practical outcome and may be linked to work experience or simulation. It is intended to allow the learner to research, develop and apply theoretical and practical knowledge of new media, culture and technologies in the analysis and application of research, development, resolution and evaluation of a self-initiated project brief. Through this unit learners will; explore current new media technologies and their cultural contexts within a chosen specialism such as: mobile app, web design, digital culture, gaming, online industries and communities, publishing and new technology, social networks and affinity spaces, the born digital audience and digital convergence etc. Through proactive activity learners will; investigate, evaluate and select new media technologies and their cultural contexts for a self-initiated project within their chosen specialism. They will prepare, plan and produce a practical new media project in which they are to explore unfamiliar waters giving them the opportunity to acquire new skills in new media and technology. Furthermore the unit allows learners to use relevant design processes and job flows to develop a range of creative solutions based upon vocationally relevant background research. The unit also provides the opportunity for learners to prototype and deploy their practical activity to a selected audience. The unit concludes by learners undertaking critical

evaluation of the effectiveness of the technologies used in their project, its cultural contexts and its overall effectiveness and audience reaction.

Learning Outcomes
On completion of this unit the student will be able to

1. *Explain current new media technologies and their cultural contexts within a chosen specialism.*
2. *Plan and prepare a self-initiated new media project.*
3. *Produce and prototype a self-initiated new media project.*
4. *Evaluate the use of new media technology and the cultural context of the final outcome*

Unit: CAART-506-1515 Critical Studies & Research Methods

Guided Learning hours: 60

Unit level (MQF): 5

Credits: 6

Unit description

The unit is intended for use in a range of creative arts programmes and has both theoretical and practical outcomes in the form of personal research activity and the production of a proposal for a degree year dissertation.

The unit provides an overview of research theory and methodology, including primary, secondary, qualitative, and quantitative and practice led research methods. In addition to providing practical instruction on writing research proposals.

This unit also provide the learners with skills to critically analyse research findings and also see the differences between descriptive and critical writing as well as the accepted academic formats for writing essays, papers and reports using accepted academic referencing and citation systems.

In this unit, based upon lectures which present relevant content related to the creative arts theoretical contexts, learners will prepare and undertake practical activity in the preparation of a proposal for a vocationally relevant research study. Which will comprise of a planned literature review and the use of vocationally relevant methods to undertake primary research.

Learners will also undertake critical analysis of research findings and prepare written work to an accepted academic format using accepted citation and referencing. The work of the unit culminates in learners undertaking an individual self-evaluation of the effectiveness of their research processes and activity.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Organize the research gathered using research theory, methodology and practice led research for a potential dissertation topic*
2. *Analyse critically the findings from own research and present it in an appropriate format.*
3. *Produce in given format the research proposals in academic writing style using accepted academic referencing and citation systems.*
4. *Present orally and in writing the final proposal for a vocationally relevant research study within own area of interest in the creative arts.*

Unit: CAGDN-506-1510 Design for Digital Application

Guided Learning hours: 60

Unit level (MQF): 5

Credits: 6

Unit description

The purpose for this unit is to introduce learners to Design for Digital Application. The aim is to bridge the gap between the physical side of design which gives a more tactile experience together with a digital experience in the form of an application. Focusing on particular brands that made this adaptation for the screen we can establish patterns and techniques that can then be implemented. Also, important key designers and projects that exploited digital technology will be discussed in order to underline the importance of the unique experiences created.

A number of examples will be tackled with particular focus on how something tactile can evolve into something digital such as a Mobile Application, mainly to understand how a Graphic Designer works and liaises with Web Designers/Developers. The examples chosen will highlight key factors that will enable the learner to further understand the concepts and theories that are being implemented. Whilst looking at the transition that can be made from tactile to digital, it is pivotal to understand the differences between print and screen content such as typography, colour and sizes and how they translate from one to the other.

Hence this unit will equip the learners with the tools necessary to create a concept of their liking, where they will translate something that has a tactile experience into a digital experience, in the form of an application which can also be a website. The fulcrum of the concept will boil down to the level of interactivity that the learner will put into his respective concept. Few of the interactive elements that can be included in the concepts are: Flash rollover, hot spots and parallax.
Once the final concept is completed, that is renders or animated UI mock ups, the learner will evaluate the design through various methods of usability testing and experience walkthroughs, in order to determine the effectiveness of their final design. This might lead to refinements in the design as necessary.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand basic concepts and theories surrounding Design for Digital Application.*
2. *Prepare and evolve a tactile experience into a digital experience.*
3. *Produce a digital prototype example that illustrates the transition from tactile to digital.*
4. *Evaluate the created prototype experience application refining if necessary.*

Unit: CAGDN-506-1508 Typographic Composition

Guided Learning hours: 60

Unit level (MQF): 5

Credits   : 6

Unit description

This unit is designed to introduce the learner to the use of typography in a design context by researching prominent typographers and understanding their influence on contemporary design. The learner will understand the fundamental principles of typography. The learner will learn typographic terminology as well as explore the creative potential of letterforms, treating type as image and type as text.

The learner should explore, experiment with and apply typographic elements to communicate ideas. Learners will create typographic design solutions based on an analysis of the historic and contemporary contexts in the study of the basics of typography.

This unit is suitable for learners who wish to develop knowledge and skills in typography. The learner should gain the skills, knowledge and understanding of typographic composition in the production of creative typographic solutions to a given brief.

Learning Outcomes
On completion of the Unit learners should be able to:

1. *Research the evolution of letterforms and the characteristics of type.*
2. *Create typographic visuals.*
3. *Manipulate letterforms to communicate ideas.*
4. *Produce creative typographic solutions to a given brief.*

Unit: CAGDN-506-1512 Tactile Graphics

Guided Learning hours: 60

Unit level (MQF) :5

Credits: 6

Unit description

Tactile Graphics can be found everywhere from design-led objects in the home, children's books and toys, signage and way marking for the visually impaired, to touch screen devices and web & app based content in user interfaces and gaming.

This unit is designed to enable learners to understand the application of Tactile Graphics in the design of software and public spaces together with the process designers use to create 'touch based' design solutions to given briefs. Learners will develop knowledge and practical skills by experimenting with different materials, techniques and processes to produce a range of design led solutions with a sensory experience. The learner will develop the ability to understand and apply the use of Tactile Design during research, concepts, development and critical analysis in the design and production of a complete, tactile based creative solution to a given design brief.

The learner will have the opportunity to determine objectives and develop a strategy, to create and develop concepts that require a sensory-based solution. The learner will gain knowledge in working with tactile materials, conceptual thinking and application of Tactile Graphics in the real world. This may involve the use of Braille, different textures, sound or tactile markers and gestures that can be touched and extend the accessibility of a creative solution to a given audience.

The learner will be required to analyse others design concepts in depth and seek various types of solutions in theoretical and practical situations to assist in the planning of their own concepts. Developing initial design ideas will provide opportunities for enhancing problem solving skills to an advanced level. Evaluation, which examines all the stages of a proposed solution and their potential impact, must be ongoing throughout the unit.

Learners will need to produce and present a tactile design project, which is focussed on accessibility, to a standard that is acceptable in industry and appropriate for an audience in a live environment such as a touch screen device, a gallery, museum or a public space. Learners will demonstrate the underpinning knowledge and understanding of using Tactile Graphics to aide accessibility in a given design brief.

Learning Outcomes
On completion of the unit learners will be able to:

1. *Research, understand and explain the use of Tactile Graphics in a public setting.*
2. *Apply the use of Tactile Graphics in a project using tactile solutions and appropriate materials or software.*
3. *Develop, with ongoing evaluation, a Tactile Graphics based project to a given brief*
   Produce a complete design solution or piece of work to a given brief.

Unit: CAAMT-506-1501 Animation for Communication

Guided Learning hours: 60

Unit level (MQF): 5

Credits: 6

Unit description

Ways and mean of artistically depicting and recording a story has been evident since the beginning of man, with symbols and drawings depicting a story in caves, to having stories carved or drawn onto Vases in Greek, illustrations and prints in books, to the advance of technology where image has taken a new dimension: time. Animation has become an even larger niche in the area of graphic design; with the advance in technology, more screen based media is taking life.

Since the Dotcom revolution, the growth of virtual businesses and Internet commerce has exploded and continues to expand. The demand for visual assets to illustrate these virtual enterprises is increasing every year. With the advent of Smart technologies and touch screen devices, consumers are demanding more and more sophisticated forms of user interface design from the virtual world. Businesses require exciting interactive interfaces to meet the needs of increased traffic and growing consumer awareness

Artists and designers are developing new approaches to using interactivity whilst combining different styles of media-based imagery

This unit will give the opportunity for learners to develop skills and understanding in a variety of narrative animation techniques, as well as animations for interactive design, for use in art and design.

In this unit learners have the opportunity to explore the concepts of animation and how it could be applied in a range of contexts. Learners should explore the potential and the role that animation plays in developing art and design products in a commercial, independent or learning environment. Working with both 2D and 3D software, learners will produce digital animation work that communicates a concept, idea or commercial endeavor. Interactive Design plays a very important role in our day to day activity, with more graphic design needed in screen and interactive platform, more animated and design elements with relation to screen and interactivity is needed. Animated interactive applications are designed to bring to life choices for users and to give them a degree of control over how they interact with different environments, objects, people and circumstances. Imagination and creativity should be balanced proportionally with the technical requirements of being able to produce work effectively in any of these areas. Learners' work should be exploratory and reference contemporary practice within the industry.

ECVET are used for programmes at MQF Level 1-4 whilst ECTS is used for programmes at MQF Level 5-6

Learning Outcomes
On completion of this unit a learner will be able to:

1. *Understand and review animation techniques and interactive design concepts that communicate.*
2. *Produce 2D animation work on a professional platform, to industry standards.*
3. *Produce 3D animation work on a professional platform, to industry standards.*
4. *Produce Interactive work on a professional platform.*

Unit: CAGDN-506-1506 Grids and Composition

Guided Learning hours: 60

Unit level (MQF):   5

Credits   :   6

Unit description

Graphic Design works well when it is constructed with particular attention to composition while using the affecting principles appropriately. Visual Composition, among other design processes, is what differentiates between good and bad visual design creation. The learners will develop an understanding of the ability to create graphics based on a study of grids and structures and gain an understanding of how to look at their own work, and the work of others with a critical eye. Illustrators, layout designers and photographers require the ability to create and manipulate visual compositions and structures while demonstrating an understanding of the elements used in affecting the creation of a visual solution (illustration, photograph or page layout etc.). This unit will give the learner an introduction to the basic theory of visual composition in the creation of positive solutions using grids and structures within Graphic Design.

This is a theory and practice based unit that will allow learners to demonstrate the necessary knowledge and understanding of the design elements and processes that impair or improve the effectiveness of a visual composition. Learners will develop a deeper understanding of the rules and conventions accepted in the practice of visual design. With the knowledge and an understanding of grid systems and principles of composition, the learners will apply and demonstrate their appreciation in visual creation.

The Unit is relevant to learners wishing to further develop their knowledge of visual communication in both print and screen based industries whether creating illustrative, photographic or layout designs for screen, or print.
Learners will carry out evaluations and critiques of the effectiveness of the affecting factors utilised within their own visual solutions and those created by others.
Finally learners should have the underpinning knowledge and understanding of compositions and grids and they should feel confident to extend their experience in the creation of visual communication.

Learning Outcomes

On completion of this unit the student will be able to

1. *Demonstrate an understanding of grids and composition in visual design.*
2. *Demonstrate an understanding of visual hierarchy employed in design solutions to a given context.*
3. *Apply grid systems and structures in the composition of visuals to a given context.*

Unit: CAGDN-506-1507 Symbols and Visual Communication

Guided Learning hours: **60**

Unit level (MQF):   **5**

Credits   :   **6**

Unit description

This is a theory and practice based unit which will allow learners to research and demonstrate they have the necessary understanding, design skills and evaluation skills of symbols and visual representation.

Learners will use their textual and visual sources and apply these to visual examples in their specific area of study. The unit will also provide an opportunity to look at the context of graphic design within a range of sources.

As students of a visual art subject, learners must be able to communicate effectively at more than a basic level of competence before commencing this Unit. The Unit is relevant to learners wishing to further develop their theoretical skills, visual analysis and visual communication through a full range of image based work.

The Unit is relevant to learners studying design and wishing to develop their knowledge of the impact and applications of visual communication through symbols and visual representation within a practical and cultural context.

On completion of the unit learners will understand how to research symbols and visual representation and to analyse and discuss findings individually as well with their peers.
Learners will understand and be able to discuss design in context. This unit will provide the learner with the knowledge and confidence to present and discuss the impact of a wayfinding design solution as well as the design of signs and symbols for infographics.

This assessment will allow candidates to produce a presentation which demonstrates their understanding of the visual tools used in design and how these can be applied to influence the viewer. This research based approach should support the learners in other practical projects.

On completion of the unit students will have developed the underpinning knowledge and understanding of visual communication through the use of symbols and visual representation.
Learners will have an understanding on the impact and effectiveness of symbols, wayfinding systems, and infographics.

Learning Outcomes

On completion of this unit the student will be able to

1. *Research into symbols and visual representation and their historical and contemporary context and relevance in everyday life.*
2. *Establish and present a sign system design solution to a given context.*
3. *Translate information, data and knowledge into visual information that communicates to an intended audience.*

Unit: CAGDN-506-1509 Corporate Brand Creation and Communication

Guided Learning hours: **60**

Unit level (MQF):   **5**

Credits   :   6

Unit description

Brands are not created by accident. Great brands are a result of imaginative organisational planning which helps to develop and implement creative brand strategies.

With so many similar products and similar services, the brand can help give the product and/or service a bigger market shout and share. Brands add emotions and trust to help create a relationship with their customers and consumers which in turn creates a loyalty with the brand. The ability to create and define a brand that is seen as desirable to its market audience is critical.

This is a theory and practice based unit that will allow learners to demonstrate they have the necessary knowledge and understanding of the elements and factors that can affect the creation and employment of brands and brand communications. Learners will develop a deeper understanding of the rules and conventions accepted in the practice of employing a brand. The learners will research, compare, evaluate, assess and develop a workable brand in response to given briefs. To reflect commercial practice some of the tasks will involve group work. Lecturers will assume the role of clients (unless real clients exist in a live brief setting), and through the imposition of deadlines and other constraints typical of design oriented clients, create a simulated client-creative situation.

Learners will carry out evaluations and critiques of the effectiveness of the affecting factors utilised within their own brand solutions and those created by others. They will develop a complete design for a brand including all necessary aspects for client communication and customer relationship management. This includes the development of classical corporate design elements. Learners are asked to develop all necessary design steps and solutions towards the formation, creation and communication of a brand.

Finally learners should have the underpinning knowledge and understanding of the creation, employment and communication strategy of a brand and they should feel confident to extend their experience in the creation of a brand.

Learning Outcomes

On completion of this unit the student will be able to

1. *Analyse and evaluate a range of products/services in the marketplace and the key factors affecting corporate brand creation and communication.*
2. *Define your personal brief and outline goals and objectives including; target audience, client, production requirements and limitations, for potential solutions.*
3. *Synthesize own interpretation of brief through the development of best possible solution into a working brand.*
4. *Create and apply a complete brand and communicate professionally to client and target audience.*

Unit: CAGDN-506-1511 Editorial Design and Publishing

Guided Learning hours: 60

Unit level (MQF):   5

Credits: 6

Unit description

Editorial design can be defined as a form of *visual journalism*. An editorial publication, whether for print or on-line, aims to educate, inform, or a combination of these but above all it aims to communicate a message. The majority of editorial work aims to communicate a story through carefully planned organisation and a calculated presentation of visuals and words.

Through this unit, which combines elements of theory and practical skills, learners will achieve the theoretical and practical understanding required to create proficient designs within the field of editorial design and publishing. Learners will be able to design and produce layouts for print and/or digital outcomes adhering to traditional practices of typography and page composition. The unit will include basic editing of copy, gathering and preparing visual materials as well as designing compelling layouts by using current desktop publishing software.

This unit will therefore equip learners with basic knowledge of the anatomy of a publication, from its branding and identity to the design of its content, paying special care to page layout and typographic choices. Learners will gain skills in preparing and dealing with copy, and sourcing and adapting photographs and other visuals to be applied to a variety of products both for print and online such as magazines and newspapers, books, e-books and websites.

Learners will then utilise their newly acquired skills by integrating the use of imagery and copy, and implementing design and layout conventions to create engaging and aesthetically pleasing page formats. A range of practical activities will allow learners to acquire hands-on experience and awareness of the essential rules and protocols of editorial design in its different formats, as well as hands-on experience of industry standard software.

Learners will also undertake a study on the arrangement of type in the interplay of word and image in the production of an editorial project. The learners will pay particular attention to the selection process when dealing with bulk of text and images, and the treating of form and content in the organisation of complex information to be communicated to an intended audience.

Learners will also understand the precise use of layout and typographic rules as part of established editorial practice, from the use of grids through to the importance of

scale for legibility, readability and the implications of copyright. Learners would than present their final outcomes in a format appropriate to industry practice such as a verbal presentation, a stand-alone exhibit or a formal evaluation/critique.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Describe the processes and planning involved in the production of periodical publications and books using the appropriate technical terms.*
2. *Propose a concept for an editorial project targeting a given specific audience.*
3. *Create, gather and edit textual and visual content for a publication.*
4. *Produce an editorial project for publishing in print or interactive outcomes using digital and traditional media.*

Unit: CAART-606-1524 Personal Style and Self-Promotion

Guided Learning hours: 60

Unit level (MQF): 6

Credits: 6

Unit description

Understanding personal style and developing a self-promoting image is fundamental to anyone who aspires to work in the creative arts sector. It is easy to rest in the safety of a familiar style and such a unit will inspire learners to push their boundaries, leave their comfort zone and develop new styles of work with a range of different media, then use these to design a campaign of self-promotion across a range of platforms.

This is a practical unit that enables learners to explore a personal response to different styles using a wide range of media in a wide range of outcomes that culminate in a body of work that serves as a self-promotional tool and promotes the learner within the creative arts sector by helping him/her build a broad skill set. Learners will have the possibility to achieve the latter through research, experimentation with different media and also the development of their own self-image. The unit also aims to develop skills to communicate a personal style and explore ways of creating a self-promotional tool and portfolio of work.

The unit compliments the visual components of the course by creating a vehicle in which to showcase work and act as a portal to the learners' self-image. Throughout their courses, learners should already have investigated a specialism with an individual style of expression and visual outcomes. Learners will explore a broad range of media to communicate a range of messages in a contemporary context. Learners will be encouraged to experiment and explore the limits of their preconceived notions and their abilities. Contemporary styles in visual communication will be seen in context and learners will be encouraged to work towards their continuous progression in the understanding of their own self-image.

Learner's preconceived ideas about their personal style should be challenged. In a world where new forms of communication constantly change and where a sophisticated audience demands new approaches, the development of personal style should be seen as a continuous activity. It is important that learners experiment with different media both in print and digital to test their enthusiasm for a particular style.

By the end of this units learners would have produced a sequential portfolio of work that demonstrates a willingness to experiment with different media and develop the promotion of their own identity as someone working within the very competitive creative arts sectors. Learners should also test their own convictions in the style they lean towards and in their ability to use it to communicate a wide range of messages to different audiences.

Learning Outcomes

On completion of this unit a learner will be able to:

1. *Research the historical origins of a chosen personal style applied to a contemporary context*
2. *Select a specialized medium or media to create a self-initiated project in a contemporary context*
3. *Determine own identity and personal visual style when creating self-promotional material*
4. *Compile a professional portfolio of work specific to chosen career path in the creative arts industry*

Unit: CAART-606-1633 Law and Ethics

Guided Learning hours: 60

Unit level (MQF): 5

Credits: 6

Unit description

In this unit learners will have a first approach to law and ethics and to their applications to art and communication.

They will have the opportunity to have a sight of what is law, what are juridical systems, how to compare them and what are their historical roots. They will be guided into juridical concepts like "rule of law", "right" and "source".

They will then apply the juridical approach to their activity. They will learn how their activity can be labelled from a juridical point of view, then work on the right of expression and its juridical and factual limitations. Then they will work on copyright and defamation.

In addition to this learners will have the occasion to approach ethics. They will work on some ethical concepts like "good" and "bad", "right" and "wrong" as well as approach some ethical systems. Thus learners will realize how one can know or decide that something is good or bad and focus on some contemporary ethical issues. Moreover learners will also apply the ethical approach to their activity. They will explore their personal ethical system and discover their inner values, working on them and also on the influence that ego and emotions have on them. Finally, learners will then identify possible ethical issues in their activity and in team working.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand what is a juridical point of view in relation to work in the different sectors of the creative arts*
2. *Understand the definition of an ethical point of view in relation to various areas of the creative arts.*
3. *Identify possible juridical problems related to own area in creative media*
4. *Choose which ethical approach to use in relation to own creative media area*

Unit: CAMRK-606-1601 Marketing & Advertising

Guided Learning hours: 60

Unit level (MQF): 6

Credits: 6

Unit description

Throughout this unit, learners will be looking at the historical and contemporary context as well as the application of both marketing and advertising in the area of Graphic Design. Learners will also look at possible future development in both marketing and advertising with a particular focus on the evolution of digital trends. Although the emphasis of the unit is on the digital aspect of advertising and marketing, learners are encouraged to explore the application of traditional methods such as print advertising. Learners can opt to experiment with such methods and find ways of how to work them into their multi-channel strategy.

In the area of advertising, learners will be looking at: traditional media including print advertising and its potential in the digital age, new media and technologies, web advertising, guerrilla advertising, theories such as marketing mix, semiotics, and diversification. Certain topics like display advertising and search engine advertising will touch on both marketing and advertising and can be introduced in a way that links the topics together. In the area of marketing, learners will be exploring SEO, display advertising, targeting audiences, email marketing, web presence, social media and mobile, consumer behaviour, business models, data and analytics.

This shall lead learners towards designing a project brief and creating a marketing plan that includes multi-channel strategies. Learners will then design advertising material according to their brief and test these out on multiple channels. The adverts should ultimately be tested for their effectiveness using various or chosen methods of data and analytics.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Define key moments in the historical and contemporary context of marketing and advertising in graphic design.*
2. *Prepare a marketing plan that includes multi-channel strategies for a design brief.*
3. *Produce a range of advertising media aimed at specific target audiences.*

Unit: CADSN-606-1602 Communication Design

Guided Learning hours: 60

Unit level (MQF): 6

Credits: 6

Unit description

Although communication design can be applied to many areas of design, it is particularly evident in graphic design. An effective and well-researched communication design strategy should be the foundation of every Graphic Design project, and a well-executed one will reap positive results and reactions. Through the use of communication design, a designer should look to attract and motivate users / viewers / customers to respond to a particular message. This happens through the right combination of type and image, business thinking, market research and problem solving. The aim of a graphic designer in communication design is to tackle all these areas in a creative way.

Communication Design should not be confused with Visual Communication. The main difference is that communication design might also include auditory senses, vocal, touch and smell. Communication design can in fact be applied to a plethora of areas in design. Some examples are: mobile and web, HCI, advertising, illustration, game design, editorial design, packaging, mass media and information design, to name just a few. Information design is especially significant in communication design, because it allows for the creation and development of efficient and attractive methods that display and communicate data and information.

Ultimately a designer must make sure that his/her communication design strategy reaches his/her target audience. Communication design strategies should be designed with an audience in mind and they must be tailored to fit. Cultural sensitivity should also be kept in mind, and specific research must be carried out to ensure that correct methods are chosen to communicate the desired message.

Learners should already be familiar with basic design theories when taking this Unit. This will help them focus on exploiting these theories to produce effective communication strategies. Learners are encouraged to work in groups to be able to discuss ideas in-group and solve creative problems on a conceptual and functional level.

Learning Outcomes
On completion of this unit the learner will be able to:

1. *Collect and examine a range of communication design examples in graphic design for inspiration.*
2. *Develop a communication design strategy through creative problem solving.*
3. *Produce a body of work that includes a creative combination of type and image by own self or in a group.*
4. *Evaluate results through an analysis of audience responses.*

Unit: CAGDN-606-1601 Sound & Image

Guided Learning hours: 60

Unit level (MQF): 6

Credits: 6

Unit description

Sound is an essential component of multimedia design and visual projects as it introduces a multisensory approach as well as adds mood, tone and strengthens the project narrative. The aim of this unit is to help learners gain knowledge on the basics of sound and later plan and apply sound to a visual product using sound editing software. Learners will be introduced to sound in visual projects and gain an understanding of its use.

Learners will be encouraged to learn how to make appropriate and effective use of sound and later experiment further by using unconventional methods of sound recording and application. Although learners should ideally be given a set brief, this should be open enough for learners to select a visual medium of their choice. Possible projects could comprise of: sound design for a game, animation or animated infographic, interactive design project, web content and digital art projects. Although learners can choose to go for films and music videos, they must find a graphic design or interactive media context for such a project.

By the end of this Unit, learners will gain an additional skill that will help them in the way they approach multimedia work. Through a creative approach, this Unit also aims to introduce new possible combinations of sound and image that learners would not have otherwise considered.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify effective use of sound in creative visual products.*
2. *Devise sound assets for a creative visual product.*
3. *Produce sound assets for creative visual product following industry standards.*
4. *Apply sound assets to a creative visual product following industry standards.*

Unit: CAGDN-606-1602 Spatial Graphics

Guided Learning hours: 60

Unit level (MQF): 6

Credits: 6

Unit description

In Spatial Graphics, learners will be introduced to a further dimension in graphic design. They will be encouraged to look into areas such as architecture, industrial and interior design to enhance their graphic design project. By considering the component of spatial design, learners will be adding an additional level to their project and introducing an element of experience. Spatial Graphics is becoming increasingly important in Graphic Design as designers are urged to think beyond the screen and traditional methods. By offering a more experiential outcome, graphic designers are likely to increase audience interest and provide a more effective, multidimensional approach. The use of Guerrilla marketing and advertising will be particularly prominent throughout this Unit, as learners must think in unconventional ways to deliver and display a visual message in a 3D space.

In this unit, learners will be designing around a provided space, or they may also select their own space. It is vital that this is carried out towards the beginning of the Unit so learners will have plenty of time to study the space. Use of 3D software is essential for learners to be able to visualise the space before moving onto production. Spatial Graphics would be ideal as an exhibition Unit, where learners can creatively display their portfolio of work.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Describe the possibilities and potential limitations of spatial graphics in relation to graphic design.*
2. *Develop a spatial graphics concept based on a pre-defined space.*
3. *Produce a spatial graphics design project based on own concept.*
4. *Present and evaluate own spatial graphics design project in relation to audience responses and reactions.*

Unit: CAPRJ-606-1608 Graphic Design Open Project

Guided Learning hours: 60

Unit level (MQF): 6

Credits: 6

Unit description

Graphic design has become a term that contains a plethora of creative areas that combine visuals and information. When learners transition to employees, they might find themselves working in a particular area of Graphic Design such as: Branding and Identity, Editorial Design, UX and UI, front-end development, illustration and animation amongst others. All these areas require specific training, and in this unit learners have the opportunity to identify which area in Graphic Design they would like to specialise in to then develop a project that is tailored to it. This is a Unit that would benefit from group work, where each learner can focus on their area of specialisation to work towards a larger project.

Since the unit will be learner-driven, it is essential that learners pinpoint specialist software and training that they will require to produce their open project, and state how they plan to acquire this knowledge through a proposal.

This unit can potentially be combined with other Units, such as 'Spatial Graphics', where the learners can create a site-specific project. The word 'open' is key to this unit as it should allow learners to creatively interpret the design brief rather than dictate specifics.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify a number of creative graphic design projects in a specific area of interest.*
2. *Develop a proposal for a creative graphic design open project.*
3. *Produce creative material using specialist skills in a graphic design open project.*
4. *Present and evaluate own graphic design open project.*

Unit: CAIMA-506-1501 Contextual Studies in Interactive Media

Guided Learning hours: 60

Unit level (MQF):   5

Credits   :   6

Unit description

Contextual Studies is a theoretical unit that enables learners to locate their own design practice in historical and social contexts. The evolution of design practice will be explored with reference to key events, significant figures and tendencies in the history of Graphic Design and Interactive Media.

Lectures which provide introductions to the content of each aspect of the course will be accompanied by seminars, workshops, discussions and screenings, which will enable learners to consider historical developments in relation to contemporary design practice, and their own work.

The unit compliments the practical, visual components of the HD Interactive Media course by providing an arena where relevant contemporary issues can be discussed in relation to historical developments. It aims to underpin and enrich the learner's visual practice by providing a secure grounding in key discourses in the evolution of design.

The analysis of specific design examples will be an important focal point, and the unit aims to deepen learners' understanding of formal visual language through close examination of historical and contemporary design practice.

Tasks which are set throughout the unit are intended to deepen learners' independent research skills.

The unit is assessed through learners' responses to 3 projects:-

1. A Reflective Research Portfolio which contains responses to tasks and evidence of learners' own research.
2. A group presentation focusing on the social issues arising from graphic design & Interactive Design practice.
3. A visual case study/report on the work of one designer which locates it in a movement or tendency, and which contextualises the movement in relation to wider social events.

Learning Outcomes

On completion of this unit the student will be able to

1. *Present written and visual evidence of independent research into historical developments in graphic design and interactive media.*
2. *Collaborate with others to analyse historical graphic design practice in contemporary social contexts.*
3. *Demonstrate in a visual case study an understanding of how Graphic visual language and interactivity communicates meaning.*
4. *Communicate in writing a historically informed understanding of social issues arising from contemporary graphic design and interactive media practice.*